

Autumn B Disasters and Triumphs			
English	Class 3 Folk tales Recount – biographies Stories with historical settings Films and playscripts Classic narrative poetry	Class 4 Stories with fantasy settings Explanations Films and playscripts Stories with historical settings Films and playscripts Classic narrative poetry	Class 5 Novel as a theme biography Stories with historical settings Films and playscripts Classic narrative poetry
Geography	Geographical Skills and fieldwork <ul style="list-style-type: none"> Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Human and Physical Geography <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		
History	Britain's Settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire Scots invasion from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 		
Science	Properties and Changes of Materials <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda States of Matter <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 		
Art, Design and Technology	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) To learn about great artists, architects and designers in history Design		

	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their own ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) 	
	<p>Years 3 and 4</p> <p>Drawing Form and shape Lines and marks Experimenting Tone Texture</p> <p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 	<p>Years 5 and 6</p> <p>Drawing Lines and marks Experimenting Tone, form and texture Perspective and composition Working from a variety of sources</p> <p>Textiles</p> <ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
R.E.	<p><u>Questful R.E. Scheme (BDBofE)</u> Themes: Harvest; Succot; God, David and the Psalms; Christmas</p>	
P.S.H.E	<p><u>Coram Life Education</u> Theme: Me and My Relationship An email from Harold; Ok or not ok? 1 & 2; Human machines; Different feelings; When feelings change; Under pressure Theme: Valuing Difference Can you sort it? Islands; Friend or acquaintance; What would I do? The people we share our world with; That is such a stereotype</p>	